

Inspection of Premier Daycare

16-18 Mayall Street East, OLDHAM OL4 3EN

Inspection date: 22 November 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children enter the nursery confidently and happily. They are welcomed by staff and taken to rooms, where they quickly engage in self-chosen activities. Staff play alongside the children, and all children are quite engrossed in their learning.

Babies are happy, confident and inquisitive, and have lovely relationships with members of staff. They talk, play and interact with them as they explore their environment. Babies respond with squeals of delight, as long, silver foil strands tickle their face, enjoying the sensory experience. Babies are supported very well by key people who develop their communication skills. Staff are completely aware of babies needs. Nappy changing time is calm, sensitive and safe.

A range of lovely, healthy food is made on the premises. Children do have an awareness of healthy eating and can name or point to a healthy food picture. At lunchtime, children select independently from a variety of chopped vegetables. They eagerly tuck into a delicious main course, concentrating well and emptying their plates quickly. Second helpings are on offer. A dessert follows and lunch is rounded off with a selection of fruit. All children have very healthy appetites and feed themselves independently, using appropriate cutlery very well.

The outdoor area provides physical challenges for all children. Children play in a mud kitchen, sharing and taking turns. Staff interact very naturally with the children. They check children's understanding and knowledge using thoughtful questions and comments, and children respond well. Staff promote and model good manners, and children reply saying 'please' and 'thank you'. Language and physical skills are developed well and good behaviour is promoted. Leaders have high expectations for children to develop to their full potential.

What does the early years setting do well and what does it need to do better?

- The nursery promotes good behaviour and they use their 'golden rules' across the setting. Rewards are anticipated eagerly by pre-school children and have a positive impact at tidy-up time.
- Parents say the nursery is good and goes 'above and beyond', to ensure that children are happy and settled. They say communication is great, and regular photographs of their child's experiences and learning are wonderful. Parents also say the nursery supports and extends learning at home, sharing story sacks and other resources.
- Leaders consider speaking, listening and understanding an important part of their curriculum. Pre-school children are confident to talk to the inspector. They talk about their favourite activities, such as drawing and baking. Their understanding, use of language and sentence structure are good.

- Pre-school children use tongs independently to select slices of fruit, and comment which is their favourite. Manipulative skills are developed well.
- Children's well-being is a priority for the nursery especially post the COVID-19 pandemic. Well-being sessions are held weekly. Children are encouraged to explore and talk about their feelings and those of others. The sessions help children to manage their emotions.
- Leaders have devised an ambitious curriculum which is progressive and some staff know very well. Baby room staff know precisely what they want babies to achieve. However, some other staff are not clear exactly what they want children to learn and achieve.
- Additional funding is used towards providing an additional member of staff, who supports children identified with special educational needs and/or disabilities. It is also used to buy books and items for story sacks which all children take home. This promotes new vocabulary and extends learning at home.
- Children like to look at books, which are very accessible to all children. Babies choose books independently, and staff name characters and point out objects. Lovely interactions promote reading and an interest in books. Older children know where to find the title and author, and turn the pages in order. Reading is promoted well and children have good early reading skills.
- Children use the stairs on a regular basis. They hold onto the banister safely with an adult close by. Children manage the stairs very well and their large physical movements are developed.
- The special educational needs and disabilities coordinator (SENDCo) has a good knowledge of any children with additional needs. The SENDCo advises on daily support for children who have a delay in communication and language or other area of learning. Children are assessed regularly and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of signs of abuse and are confident to explain steps they would take if they suspected abuse. This includes reporting concerns about any staff. All rooms and outdoor areas are risk assessed daily. Accidents are recorded and analysed termly to reduce risks. Children do not access the internet in nursery, but sessions about online safety have been delivered to older children. Parents of younger children are given advice about the dangers of internet use. Children have taken part in road safety sessions, learning how to stay safe on our busy roads and in car parks.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure all staff know exactly what they are intending to teach children in all

areas of learning and focus activities.

Setting details

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| Unique reference number | EY493748 |
| Local authority | Oldham |
| Inspection number | 10236730 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 11 |
| Total number of places | 96 |
| Number of children on roll | 120 |
| Name of registered person | Holdengain Ltd |
| Registered person unique reference number | RP534935 |
| Telephone number | 01612411040 |
| Date of previous inspection | 3 February 2017 |

Information about this early years setting

Premier Daycare registered in 2015. The nursery employs 20 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, 11 hold a level 3 and four hold a level 2. The nursery opens from 7.30am until 5.30pm, Monday to Friday, all year round. The out-of-school club is open from 7.30am to 9am and from 3pm to 5.30pm, during term time. Holiday care is provided during school holidays from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dawn Day

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The owner and manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the owner/manager.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector spoke with leaders about the leadership and management of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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